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ABSTRACT

The manual sets forth guidelines on developing a parent involvement component as part of an early intervention effort for handicapped children. Modeled after Project WISP (Wyoming Infant Stimulation Program), the guidelines emphasize the role of the parent coordinator in communicating with parents and acting as a resource person. Parent orientation activities are noted, and the function of the buddy system (which pairs a new parent to one established in the program) is explored. Parent and family needs are identified, and a written parent education plan is formulated. (Examples of goals, objectives, activities, and evaluation methods are given.) Parent involvement includes a series of home visits conducted by the parent coordinator, group meetings for information/support, parent volunteers in the classroom, parent newsletters and calendars, and advocacy training. A brief summary of evaluation methods is followed by several forms, including a parent needs checklist and a home visit report. (CL)

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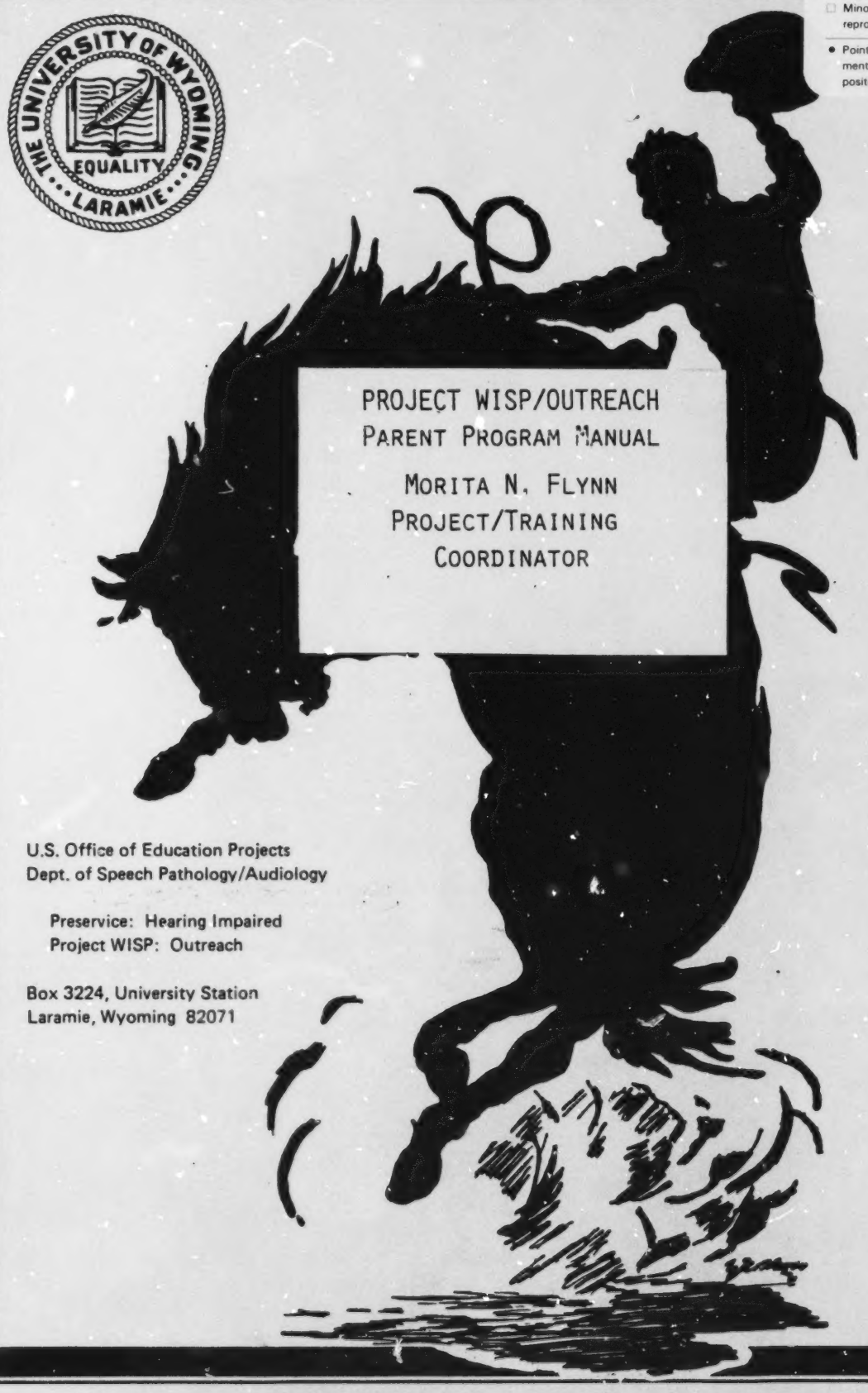

PROJECT WISP/OUTREACH
PARENT PROGRAM MANUAL

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Table of Contents

Introduction i
Rationale for the WISP Parent Program 1
The Parent Coordinator 2
Orientation 5
The Buddy System 7
Identification of Parent and Family Needs 8
Parent Education Plan 9
Home Visits 10
Group Meetings 12
Parent Volunteers in the Classroom 15
Parent Newsletter and Calendar 16
Other Involvement Activities 17
Evaluation of the Parent Program 18

Appendix

Parent Needs Checklist A-1
Parent Appraisal of Need A-2
Home Visit Report A-3
Parents Meeting Interest Form A-4
Survey of Parent Volunteer Interests A-5
Parent Meeting Evaluation Sheet A-6
End of Year Parent Evaluation A-7
Parent Coordinator A-8

INTRODUCTION

The Services to Parents and Families component of the Wyoming Infant Stimulation Program (Project WISP) is based on the belief that effective early intervention requires more than a superficial involvement of parents in their child's educational program. Successful intervention depends upon recognizing the family and home environment as the most valuable resources available to us in helping very young children. A successful parent involvement program is the process of finding ways to maximize these resources. However, a wide variety of individual needs must be met in order for parents and families to become an integral part of the program.

This Parent Program Manual is a step-by-step guide for programs that see a need to begin a parent involvement component or wish to improve their existing programs. It offers ideas and suggestions that reflect the experiences of the parents, children and staff of the WISP model demonstration project. The methods that proved beneficial for this group will not necessarily work in other settings without adaption. A good parent program does not develop overnight, but takes time, patience and the willingness to cooperate.

Rationale for the WISP Parent Program

The reasons for the development of the parent program are summarized in the following statements:

1. Parents have specific legal rights, as required by P.L. 94-142, to be involved in planning and implementing their child's educational program.
2. Involvement helps the staff to observe the interrelationships at work within the family.
3. Exchange of information between parents and the staff facilitates the development of more appropriate goals for intervention.
4. Training of parents helps the family to develop the skills needed to encourage the child's optimal development and to function as the child's primary teachers.
5. Program staff can give parents the support they need in order to cope with the difficulties of having a handicapped child.
6. The parent program provides the opportunity for families with special children to come together in a supportive environment.

The Parent Coordinator

The importance placed on the involvement of parents and families by Project WISP is exemplified by resources committed to the development and operation of the parent program, namely the inclusion of the parent coordinator position in the program's staff. The primary responsibility of the parent coordinator is to plan and direct the many activities that comprise the parent involvement component. Although early intervention programs differ in staffing patterns it is advisable to have one person coordinate parent activities.

The functions and role of the parent coordinator also include:

1. Being a supportive person to parents. Stressful times, such as the hospitalization of a child, and acute difficulties in working through the grief process require the availability of a skilled person to provide emotional support.
2. Working as a liaison. The parent coordinator helps to keep the lines of communication open between the parents and staff. It is sometimes difficult for parents and teachers to overcome their natural defensiveness when one or the other has concerns about the home or center environment. The parent coordinator can assist the staff or parents in communicating concerns.
3. Increasing the level of parent involvement. The coordinator demonstrates to parents the importance of their involvement. At times when the parents may feel overwhelmed and discouraged the parent coordinator may provide the help needed to redirect their energies and improve parenting skills.

4. Working as a resource person. The parent coordinator assumes the very important role of coordinating services for the child and family. The coordinator may refer parents to appropriate community resources to alleviate financial, marital or other problems.

Staff support of the role of the parent coordinator is vital to the success of the program. Without total staff support, parents and staff will not enjoy the full benefits of the team effort needed to assist the child.

The specific duties and responsibilities of the parent coordinator will, of course, vary from program to program and within a program as the needs of parents and children change. Some of the specific job duties of the parent coordinator might include:

1. To conduct home visits to assess parent and family needs, to discuss child progress, or to provide emotional support.
2. To assume the responsibilities of an aide in the classroom or find other ways to become familiar with each child.
3. To communicate regularly with each child's teacher about the child's progress, parents' progress and any concerns.
4. To organize any and all activities for the parent educational plan, a monthly plan of parent activities, a newsletter and calendar of activities.
5. To provide internal review and evaluation of the parent program.

Administrators who are hiring a parent coordinator should carefully consider the skills needed to work with parents of handicapped children. The successful candidate for this position should possess certain characteristics and personal

qualities. Attitudes, such as an understanding of his/her own values and empathic feeling for the parents' frame reference are particularly important. The parent coordinator should demonstrate the ability to empathize with parents regardless of his/her own personal beliefs and should have the flexibility to interact with all parents regardless of socio-economic status, race or religious beliefs. The parent coordinator must be committed to parent involvement, but should be able to make allowances for parents who want to assume limited involvement.

The parent coordinator must possess skills and knowledge that will enable him/her to form productive relationships. Specific requirements include knowledge of child development, knowledge of handicapping conditions, knowledge of available services, and knowledge of the legal aspects of special education. Demonstrated communication skills and the ability to confront parents and resolve impasses in the relationship are essential.

Orientation

As children are enrolled, parents should be thoroughly oriented to the program, using a combination of methods that will ensure all parents are aware of the program's responsibilities to the parents and parents responsibilities to the program. Orientation can be achieved by use of an orientation booklet, an orientation meeting or an individual orientation.

A booklet or pamphlet should contain information which explains the purpose of the program; screening, testing and assessment procedures; how the children's education and therapy is conducted; the program's staff, including who to contact for specific problems; home visit procedures and any other information pertinent to the center-based classroom, i.e., policy on sick children.

An orientation meeting can be the first step in acquainting parents with the program staff and other parents, as well as an opportunity to provide basic information about the program. Parents may be invited with a letter from the parent coordinator and a follow-up phone call to personalize the invitation. The meeting should be held at a time that is convenient for the greatest number of families, for instance, a night meeting to accomodate employed parents. The meeting might include an introduction of each staff member and explanation of their roles with the children; a tour of the center; a description or demonstration of program activities; time for informal questions and answers and individual conversation with program staff. The parent coordinator and other staff should be sensitive to parents' possible discomfort at this initial meeting and make every effort to welcome them.

For many parents, an individual orientation, either at home or the center, will be most effective. This visit will give parents the opportunity to ask questions and voice concerns that may not have been possible with other methods. In order to

ensure that the orientation was successful, the parent coordinator will probably want to devise a way of determining the extent to which parents have gained a basic knowledge of the program and which method was most effective.

The Buddy System

The parent buddy system helps to personalize the program and foster parent to parent involvement. The buddy system, which pairs a parent who has been in the program for some time with a parent who is new to the program, is established soon after orientation. Parents are matched according to one or more of the following:

1. age of their child
2. children with similar handicapping conditions, i.e., parents of two visually impaired children
3. similiar personality and interests
4. location

The returning parent is available to help make the new parent's entry into the program easier. The returning parent is responsible for seeing that the new parent is aware of meetings and other activities and may help arrange transportation if needed. The returning parent is also available to answer questions about the program and support the new parent toward greater involvement.

Identification of Parent and Family Needs

The success of the parent program is dependent on the accurate and complete assessment of individual needs. Only after thorough needs identification can specific parent involvement activities be planned. The purpose of the needs assessment process is to identify both expressed and assumed needs. Expressed needs are those reported by parents and other family members. Assumed needs are those which may not be expressed by the family but are apparent to others familiar with the family, such as, the need for learning more effective ways to discipline children. Other assumed needs may be those which are common to most parents of handicapped children, such as the effects of the handicapped child on siblings or establishing realistic expectations for the handicapped child's development. The parent coordinator must also evaluate the staff's feelings regarding various parent involvement techniques, their willingness to participate and the resources they may be able to contribute.

The needs assessment process may be accomplished through formal methods such as surveys and questionnaires and informal means, such as conversations or interviews with the parents. Sample needs identification forms are included in the appendix. In addition to specifying needs, there should be some way for parents to indicate the degree and type of involvement they desire. For example, group meetings will not be appropriate for all parents and it may be possible to meet their needs some other way.

It is important to remember that a complete picture of family needs will not be uncovered during a once-a-year formal needs assessment. Some of the most valuable information is discovered as an on-going relationship develops.

Parent Education Plan

The next step in the formation of the parent program is the development of a parent education plan, a written document very similar to the child's Individual Education Plan (IEP). The Parent Education Plan (PEP) serves as an informal contract between the parents and the program, helps to prioritize family needs and specifies the activities that will be undertaken to meet those needs. The PEP solidifies the commitment made by parents and has been shown to facilitate greater levels of participation.

After the results of the needs assessment are summarized, the parent coordinator identifies the common interests or needs expressed by the group of parents and involvement techniques which might be employed. The parent coordinator and individual parents then neet to mutually agree on their most important need or concern. This need is written as a goal for the PEP. At this time activities are selected which will help to accomplish the goal. A sample PEP is shown in Figure 1. The parent coordinator's role in this process is to help the parent prioritize needs and select appropriate activities that will relate to attaining the goal.

At the end of the time period given to accomplish the goal, the parent coordinator and parents evaluate progress toward that goal. New goals are agreed upon and a new PEP is written. If some of the goals have not been met the parents and parent coordinator explore possible barriers inhibiting their accomplishment. It is not uncommon for parents to initially commit themselves to a goal that is too ambitious or to activities that are simply too time consuming. It is better for the parents' sense of success if their first goal is one that is readily attainable.

PARENT EDUCATION PLAN

PARENTS:
Betty and Joe

GOAL:

To develop more effective ways of dealing with Billy's misbehavior

OBJECTIVES:	ACTIVITIES	EVALUATION
1. By November 1, Betty and Joe will have applied a strategy to decrease Billy's biting of other children.	Home visits (2) by parent coordinator. Conference with classroom teacher. Attend an 8-week parenting skills class.	Parents' satisfaction with these activities. Decrease or elimination of Billy's biting at home and in the classroom.

Both parents have agreed to the goals set.

Parents: _____

_____

Parent Coordinator: _____

Figure 1.

Home Visits

One of the activities indicated on the Parent Education Plan may be a certain number or continuing series of home visits to be conducted by the parent coordinator. Considerations for determining the frequency and purpose of home visits should include: support and/or assistance with problem-solving needed by the parent; need for frequent modeling; need for family crisis intervention; degree of assistance needed to adjust to the child s handicap; and the need for continual contact to insure participation.

Although the scope of the home visit does not include psychotherapy or individual counseling, home visits may serve a "therapeutic" function. Often, if the parent coordinator has been able to achieve a good rapport with the parents, a surprising amount of information about family relations and dynamics may be revealed. In order to remain effective, the parent coordinator must be constantly aware of her sometimes conflicting roles as advocate and sounding-board for the parent and as a representative of the intervention program. It is easier to prevent non-productive side-tracking if the parent coordinator's role and the purpose of the home visits are clarified at the onset.

Good communication skills, particularly the ability to actively listen to the parent are essential to the home visit. Active listening techniques are not the only skills needed; however, they can go a long way toward establishing a productive relationship. The parent coordinator should be using a high percentage of these techniques: clarification (such as using a question after an ambiguous message, "do you mean ...?" or "are you saying ....?") paraphrasing (repeating or assessing the content of the message and feeding it back to the speaker); reflection (reflecting verbally the feelings or the affective segment of the message, i.e., "You sound very angry when you talk about ...."; and summarization (extending beyond the three

former responses and tying them together or tying two parts of a message together). One obstacle encountered in active listening is achieving a reasonable balance between too much or too little listening. If the parent coordinator strains too much at listening, the conversation may lack direction. However, if the parent coordinator fails to listen attentively, important facts, feelings and messages may be overlooked. Some common problems which can be anticipated and possibly planned for are: the parent who consistently breaks appointments or is not home; the parent who speaks another language; the hostile or defensive parent; the apathetic or rejecting (of the child) parent; the husband and wife in conflict; the family experiencing extended family interference; a distracting home situation, i.e., TV blaring, children playing loudly.

A simple system of record-keeping will assist the parent coordinator to organize the home visit, keep track of the parent's progress toward their goals and to remember what was discussed. A home visit report form is included in the appendix.

Group Meetings

Group meetings can be one of the most beneficial parent involvement techniques. The group setting allows parents to interact on a regular basis with other parents with similar problems and needs. The sharing of experiences can be crucial in helping the whole family adapt to the handicapped child. However, group meetings are not appropriate for all parents. The success of parent group meetings can be considerably reduced by trying to force parents into a group that is not suitable to their needs or conducive to their interactional styles.

The group meetings conducted as a part of the WISP parent program were small informational/support groups. Morning meetings, which came to be known as the "mothers' meeting" were conducted weekly. Two morning meetings each month were left open for discussion of personal concerns. The remaining two meetings were used to present and discuss the monthly topic, i.e., parent access to medical records or speech and language development. Evening meetings were held on an average of twice a month. The format of the evening meetings varied and included lecture, panel discussion, films, and group discussion.

The topics of the informational portion of the meetings were selected from parents' responses to a needs/interest survey. Each member of the group was responsible for arranging one meeting including guest speaker and any materials to be used in the meeting. Initially the parent coordinator may assume most of the responsibility for making the meeting arrangements. But, as members become more familiar with the group, the program and community resources they are encouraged to "take over" the meeting. This team approach helps to increase participation since parents then have a vested interest in the success of meetings. Although group members should be encouraged to assume increasing amounts of leadership, the parent coordinator is ultimately responsible for facilitating the interaction among

group members. Additional reading on group process and group leadership skills is advised for the leader without extensive experience. A few reminders about conducting the parent group are:

-- get to know parents personally as soon as possible so that each parent's unique situation may be taken into account;
-- talk to parents individually every chance you get, both in and outside of the group sessions;
-- keep in touch with parents each week before meetings;
-- get group members to interact and get involved in the group;
-- supply reinforcers for parents' participation;
-- spend as much time as needed, don't hurry through;
-- open your mind to new and different ideas and help parents think of creative solutions to their problems;
-- be pleasant, enthusiastic and prepared for each meeting.

Careful planning of group meetings is essential. The parent coordinator needs to carefully assess the group's interests and tailor the presentations and discussion to their concerns. It may not be possible to make every meeting absolutely relevent to each member, but over time the group should be relevent to a large majority of its members. The physical setting is a very important consideration. It should be comfortable, supplied with adult-size chairs, and conducive to conversation - not a classroom-type arrangement. Some groups may choose to take turns meeting in members' homes. If possible, free child care should be available. If the program is not able to arrange child care, the group leader may want to hire a babysitter and take up a collection among the group members to cover the cost. If

transportation is a problem for any group member, the parent coordinator will want to make arrangements for car pooling. Don't forget the coffee and other refreshments that adults usually expect at meetings.

Parent Volunteers in the Classroom

Volunteering to assist the teacher in the classroom is an excellent way for parents to become familiar with their child's educational program and to learn skills needed to carry over learning experiences in the home. Depending on available time, parents who are interested in being in the classroom are encouraged to make volunteering a regular activity. Parents may begin by conducting a special activity such as playing a musical instrument, sharing a hobby with the children, or preparing an ethnic dish. Parents may choose to participate in out-of-the-classroom activities such as field trips and swimming sessions. With experience and training many parents can conduct individual or small group instructional activities or assume other duties of a classroom aide. A form which can be used to identify parents' interests in classroom activities is included in the appendix.

Parent Newsletter and Calendar

Written forms of communication serve as gentle reminders of scheduled activities and help busy parents to organize their time. A monthly newsletter, edited by one or two sets of parents, may include articles on child development, health care, nutrition, games, activities and toys; books, publications, and TV programs recommended by parents; family news such as, birthdays, vacation plans, and announcements of program activities. One group of enterprising parents used the newsletter to organzie garage sales, toy swaps and the loan or purchase of adaptive equipment for their children.

The monthly calendar, prepared by the parent coordinator, notifies parents of changes in the school schedule, such as, holidays or days children need to bring special clothing; events such as open houses, school picnics, conferences; parent group meetings and community events of interest. The parent coordinator may also add to each parent's calendar the day and time of home visits planned for the month.

Other Involvement Activities

The activities that have been presented are those that comprised the core of the WISP Parent Program. The following is a list of some other activities that were, from time to time, included in the program or are activities that other early intervention programs may want to consider:

- -- encouraging parents to join professional or advocacy groups, such as Association for Retarded Citizens, and the Council for Exceptional Children;
- -- various social activities such as picnics, carry-in suppers, trips to the zoo, family recreation nights, and holiday celebrations;
- -- sibling support groups;
- -- organization of respite care programs or child care pools;
- -- leadership and training in parent advocacy, writing elected officials, or a parent speaker bureau to address local organizations;
- -- libraries for lending toys, games, children's books, equipment and reference books for parents;
- -- fund-raising activities;
- -- parenting classes conducted by the program staff or other community agencies.

A list of appropriate parent involvement activities could be nearly endless. There are numerous activities that have come about because of the creativity and enthusiasm of program staff and parents. A "good" parent program is one that meets parents' needs and is appropriate to their desire for involvement,

Evaluation of the Parent Program

The purpose of evaluation is to gain information which can be used to improve the parent program. The evaluation process should be ongoing, that is, parent involvement activities should be evaluated throughout the year, as well as at the end of the year so that changes can be made as needed. Information should be collected which will measure 1] the effectiveness of the parent program, i.e., were the goals of the program met? and did activities meet the needs of the parents and families? and 2] evaluation methods should be specified and planned before activities are conducted so that needed information can be gathered at appropriate times.

Evaluation of the WISP Parent Program as a whole was designed to examine effectiveness in the four broad areas of social/emotional support, information exchange, parent-child interaction and parent participation in activities of the children's program. Information gathering procedures were planned by the parent coordinator which provided information on which to base a decision about the program's success in attaining goals in each of these areas. For example, information would be gathered which would show if parent-child interaction had improved, in what ways and which program activities seemed to contribute most to better parent-child interaction. The effectiveness of activities in meeting individual parents' needs was measured by examining the accomplishment of goals set forth on the Parent Education Plan.

Parent satisfaction with the program and specific activities was measured by response to evaluation forms used throughout the year, i.e., meeting evaluation forms and an end of the year parent evaluation. Samples can be found in the appendix. Parent satisfaction was also monitored by the parent coordinator during home visits and as the coordinator assessed parent progress toward PEP goals and periodically renegotiated the PEP goals and activities.

Evaluation is a time-consuming and sometimes bothersome task. Programs and individuals will vary in the extent to which they value the importance of evaluation and the time they are willing to devote to it. The experience of the WISP staff has shown, however, that a quality parent program is not possible without a workable evaluation system. Even the most well planned program requires ongoing adjustment. Without sufficient information, decisions about program changes can not be effectively made.

APPENDIX

PARENT NEEDS CHECKLIST

Parent involvement is a very important part of Project WISP/ Outreach. We must know your needs and interests in order to develop a program for you.

I. The following is a list of topics of discussion which might be covered in parent groups. Please rank the following topics in order of importance to you:

1. _____ Infant/early childhood development
2. _____ Behavior modification
3. _____ Handicapping conditions in young children
4. _____ Feeding problems
5. _____ Speech and language problems
6. _____ Behavior problems
7. _____ Toilet training
8. _____ Interpersonal problems
9. _____ Motor and positioning problems
10. _____ Household planning, budgeting, and menu making
11. _____ Parents and legislation

II. The following is a list of activities that can be provided by Project WISP/Outreach. Please check those that you would be interested in:

1. _____ Toy lending library
2. _____ Parent resource library
3. _____ Material making
4. _____ Standard first aid training
5. _____ Other. Please be specific

III. Please place a check mark next to those people you would be most interested in hearing:

1. _____ Pediatrician
2. _____ Speech and language specialist
3. _____ Nurse
4. _____ Psychologist
5. _____ Social Worker
6. _____ Physical therapist
7. _____ Occupational therapist

8. _____ Preschool teacher
9. _____ Legislator
10. _____ Nutritionist
11. _____ Family planning consultant
12. _____ Home economist
13. _____ Other - please be specific

IV. Comments

At present time, what do you need the most?

Additional comments:

_____

Name

_____

Date

PARENT APPRAISAL OF NEED

Directions: Please rate the following items according to your opinion of their importance. A scale from 1 to 5 is provided with [1] being the lowest or of little importance, and [5] being the highest or of great importance. Circle the rating you consider to be appropriate.

1. Information on the development of preschool children:
   1 2 3 4 5
2. Information on your child's progress:
   1 2 3 4 5
3. Techniques for managing your child's behavior:
   1 2 3 4 5
4. Suggestions for developing family communication:
   1 2 3 4 5
5. Information on home activities for children:
   1 2 3 4 5
6. Information on available community resources:
   1 2 3 4 5
7. Learn to make materials for home training?
   1 2 3 4 5
8. Opportunity to assist in classroom:
   1 2 3 4 5
9. Information concerning handicapping conditions:
   1 2 3 4 5
10. Counseling for family problems:
    1 2 3 4 5
11. Informational meetings for parents:
    1 2 3 4 5

HOME VISIT REPORT

Child's Name: _____ Age: _____

Home Visitor: _____

Date of Visit: _____ Time: _____ to: _____

1. Objectives/Plans for this visit: _____

2. Materials left: _____

Home Visit Report (con't)

3. People present during visit:_____

_____

_____

4. Factors affecting accomplishment of the objectives/plans:____

_____

_____

_____

5. Short term goals accomplished:_____

_____

_____

6. Objectives accomplished during visit:_____

_____

_____

_____

_____

7. Problems identified:_____

_____

_____

_____

8. Community resources needed:_____

_____

_____

9. Objectives/plans to be included for next visit:_____

_____

_____

_____

_____

PARENTS MEETING INTEREST FORM

Please choose topics that you would like presented at the parent meetings. Please number your choices in order of most important [1] to least important:

Starting with #1:

_____ Behavior Management
_____ Selection of Toys
_____ Language Development
_____ Developing a positive self concept in your child
_____ Sensory-Motor development
_____ Sibling involvement
_____ Child abuse
_____ Making inexpensive toys
_____ Home first aid
_____ Children's books
_____ Parents' rights and responsibilities under P. L. 94-142
_____ Information on handicapping conditions
_____ Parents' feelings about their handicapped child

Other topics:

Would you:

need baby sitting? _____
need transportation? _____
be willing to make calls? _____
like to work on the newsletter? _____

Name:_____

Address:_____

Phone:_____

SURVEY OF PARENT VOLUNTEER INTERESTS

Name:_____

Would you like to:

1. _____ Read a story to some of the children?
2. _____ Teach a song or some music activity?
3. _____ Conduct an art activity?
4. _____ Work puzzles with some children?
5. _____ Conduct small group instruction activities?
6. _____ Show some children how to use carpentry tools?
7. _____ Show children how to use a guitar or other musical instrument?
8. _____ Conduct large-motor activities?
9. _____ Prepare and help serve snacks?
10. _____ Help make playground materials?
11. _____ Cook or bake with some children?
12. _____ Display a costume from another country or an ethnic group?
13. _____ Plan a field trip for the children?
14. _____ Do typing for the center?
15. _____ Help make materials for the classroom?
16. _____ Share your hobby with the class? If so, what is it?
17. _____ Bring refreshments for a holiday party?
18. _____ Play games with the children?

What day would you come in:_____

Full day (9:00 a.m. - 11:30):_____

For an hour during class:_____

Fridays for just the swimming:_____

The first day of your time in the classroom will be to observe the procedure of the classroom, so that next time you come in you will be acquainted with the procedure.

PARENT MEETING EVALUATION SHEET

Topic of Meeting: _____

Person Presenting: _____

1. Was the meeting well organized? _____ Yes _____ No
2. Was the meeting interesting? _____ Yes _____ No
3. Was the material presented useful? _____ Yes _____ No
4. Was the material clearly presented? _____ Yes _____ No
5. Was there enough time for questions? _____ Yes _____ No
6. Were the objectives of the meeting clear? _____ Yes _____ No
7. If you could change this meeting, what would you do: _____

_____

_____

_____

END OF YEAR PARENT EVALUATION

(If you need additional space for comments, please use the back of the questionnaire sheets).

Meetings

1. Were the meetings well organized?

   ____ Yes ____ No ____ Sometimes

   Comments: _____

   _____

   _____

2. Were the meetings informative (those whose aim was such)?

   ____ Yes ____ No ____ Sometimes

   Comments: _____

   _____

   _____

3. Was there time made available to discuss personal problems?

   ____ Yes ____ No ____ Occasionally

   Comments: _____

   _____

   _____

4. Was time allotted for questions at the informational meeting?

   ____ Yes ____ No ____ Occasionally

   Comments: _____

   _____

   _____

5. Did you like the formation of this year's Mother's Meetings?

   ____ Yes ____ No

   Comments: _____

   _____

   _____

Parent Coordinator

1. Was the coordinator always available to you?

   ____ Yes ____ No

   Comments: _____

   _____

   _____

2. Did you feel the coordinator was understanding of you and your situation?

   ____ Yes ____ No

   Comments: _____

   _____

   _____

3. Could you communicate comfortably with the coordinator?

   ____ Yes ____ No

   Comments: _____

   _____

   _____

4. If a problem arose concerning WISP could you talk to the coordinator about it?

   ____ Yes ____ No

   Comments: _____

   _____

   _____

5. Was the coordinator willing to help you regarding furthering parenting skills, finding transportation, working out areas of concern for your child, and working through interpersonal problems?

   ____ Yes ____ No (If no, please explain)

   Comments: _____

   _____

   _____

6. Do you feel the parent coordinator enhanced the WISP program?

____ Yes ____ No

Comments: _____

_____

_____

_____

Suggestions that would improve the parent component of the WISP program:

_____

_____

_____

_____

_____

_____

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